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ABSTRACT

The document is intended to help individuals, agencies, and states seeking information on supported employment for persons with disabilities. An introductory article (by Zana Lutfiyya, Pat Rogan, and Bonnie Shoultz) titled, "Supported Employment: A Conceptual Overview," describes supported employment as an alternative to sheltered services and competitive employment and suggests implementation strategies including payment mechanisms. The next two articles--"From Sheltered Workshops to Supported Employment" (Michael Kennedy) and "Tori Gets a Job" (Jo Scro and Beth Teelucksingh)--describe personal experiences in supported employment. Next, an annotated bibliography presents 45 print resources on supported employment. Citations provide bibliographic information, abstracts, and availability information. The last section presents a brief description of and contact information for nine supported employment services deemed exemplary. (DB)

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# RESOURCES ON SUPPORTED EMPLOYMENT

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June, 1988

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The materials in this packet were compiled for parents, people with disabilities, providers, administrators, and others interested in understanding or developing vocational services for people with severe disabilities.

EC 220 251



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# PREFACE

This information package was developed in response to requests by individuals, agencies and states for information on supported employment; requestors have asked for resources they can use and programs to visit. Because there is already a wealth of information on this topic, we offer this package primarily for those wanting an overall framework and guidance to locate the resources that exist.

Preparation of this package was supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, National Institute on Disability Research and Rehabilitation under contract n. G0085C3503 awarded to the Center on Human Policy, Division of Special Education and Rehabilitation, School of Education, Syracuse University.

The development of this package was a group effort. Our appreciation goes to Amy Good, Jim Knoll, Zana Marie Lutfiyya, Jan Nisbet, Pat Rogan, Julie Ann Racino and Steve Taylor, each of whom contributed a great deal to the work.

Rannveig Traustadottir
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# SUPPORTED EMPLOYMENT:

# A CONCEPTUAL OVERVIEW

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1988

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In the field of vocational rehabilitation, the types of services made available and, in fact, the determination as to who will receive services are influenced by the meaning and value ascribed to work. Traditionally, the vocational rehabilitation system has attempted to find paid work for individuals with mild disabilities. People with severe impairments were considered 'unemployable,' and offered day activity or day treatment/habilitation programs. A new approach -- supported work -- attempts to reconceptualize and restructure the way services have traditionally been provided.

## Problems with the Traditional Approach

### Sheltered Services

One traditional way of providing vocational services to people with disabilities has been to offer services in sheltered, segregated settings -- that is, in settings where people with disabilities are congregated together and supervised or trained by nondisabled people. A number of serious problems with this model of service provision have been discussed in the literature (Bellamy, Rhodes & Albin, 1986; Brown, shiraga, York, et al., 1984; Brown, Nietupski, & Hamre-Nietupski, 1976; Bellamy, Horner, & Inman, 1981).

1) Sheltered Services are based on a continuum concept whereby people are supposed to move from one level (e.g., day activity

center) to the next (e.g., sheltered workshop) and finally, to graduate to competitive employment. Studies have repeatedly shown, however, that a mere 3-5% of all people in sheltered settings actually do move into the next level in any given year (Bellamy, Rhodes, & Albin, 1986).

2) Sheltered settings typically offer a combination of piece-work and make-work. When no subcontract work is available, people perform simulated tasks or, worse, have down time when they do no work at all.

3) Because sheltered settings rely primarily on subcontract work, the kinds of work available rarely resembles actual jobs in the community.

4) Sheltered workshops have a built-in conflict of interest: the best workers are often needed to perform subcontract work. Thus, placement of good workers in the community could mean loss of income for the workshop.

5) Typically, people in sheltered settings are required to demonstrate "readiness" before efforts are made to place them in community jobs. The skills required to demonstrate readiness are usually based on arbitrary criteria selected by the sheltered setting.

Competitive Employment

The ultimate goal of the vocational rehabilitation system is 'competitive employment.' In the traditional approach, staff provide

time-limited services to the prospective worker which may include assistance in locating a job, 'matching' the job to a prepared or 'job-ready' individual, and short term training and supports (Rood, 1985; Wehman, 1982;). Workers receive a minimum wage or better and are expected to match production rates set by typical workers and require no extra supervision. An individual's case is usually 'closed' after the maximum term of service delivery is reached (e.g., sixty days). If the individual requires additional assistance at a later date, she or he must re-enter the service system and repeat the above process.

This approach is neither successful nor appropriate for many individuals, especially those with severe disabilities, for several reasons:

1) Many individuals require ongoing support to succeed (Hill, Revell, Chernish, et al., 1985) and are therefore unlikely to achieve total independence from the service system (Melia, 1986; Wehman, Hill, Hill, et al., 1985).
2) Many people able to learn specific job tasks often need a variety of job-related supports in areas such as getting to and from work, communicating and getting along with others while on the job, using money handling and time telling skills, etc. (Bellamy, Rhodes, Albin, 1986; Callahan, 1986).
3) People with severe disabilities demonstrate difficulty in generalizing from a sheltered training site to the actual work site and are often not considered 'job-ready' (Brown, Nietupski,

& Hamre-Nietupski, 1976; Rudrud, Ziarnik, Bernstein, & Ferrara, 1984).

4) Completing all of the required job tasks at a competitive rate may not be possible by those with the most severe disabilities, but this should not mean that they must be excluded or placed in a segregated setting.

5) People learn best in actual community jobs (Brown, Nietupski, & Hamre-Nietupski, 1976)

The traditional model of service delivery excludes people with severe disabilities from meaningful and valued work opportunities (Bellamy, Rhodes, & Albin, 1986). Relegated to sheltered work or non-work oriented day activity programs, they experience minimum earnings and must rely on family support and governmental supports such as SSI. As a result, the majority of people with severe disabilities are poor (King's Fund Centre, 1984)

Individuals with severe disabilities experience little contact with non-disabled people in sheltered settings (Callahan, 1986). Often the only contact they have is with family and paid staff members. Such segregation denies them the chance to participate in the daily life of their neighborhoods and cuts them off from others who might willingly become involved in their lives (Brown, Shiraga, York, et al. 1984).

Continued containment in sheltered day programs reinforces the belief that these facilities are the best places for people with severe disabilities (King's Fund Centre, 1984). The practice of

segregation fosters the image of people with severe disabilities as unable to contribute in a meaningful way to society (Wolfensberger, 1972). However there are numerous examples of people with severe disabilities who are contributing through their work in integrated jobs.

## Supported Employment: An Evolving Alternative

Supported employment is an alternative to traditional sheltered and competitive employment approaches. It is an attempt to meet the specific needs of individuals with severe disabilities and is based on fundamentally different principles and assumptions. The supported work model assumes that all individuals, regardless of the nature or extent of their disabilities, should have the opportunity and support to work in the community. There are no pre-requisite skills needed for community job success. The task, therefore, is not to identify and place 'work ready' individuals, but rather to locate and/or modify meaningful jobs in the community and provide training and supports at the job site.

### Background of the Supported Work Model

The principles and assumptions of supported work are based upon both technological advancements and a radical shift in values. The work of Marc Gold, Lou Brown and others amply demonstrated the capabilities of people with severe disabilities to perform a variety of complex tasks (Gold, 1980). In addition, the principle of

normalization gained recognition and acceptance (Wolfensberger, 1972). This principle calls for maximal integration and involvement between individuals with and without disabilities in daily activities. As a result of these advancements, people with severe disabilities have gained access to a wide variety of community environments and activities, including integrated work settings (Rudrud, Ziarnik, Bernstein, & Ferrara, 1984). Community-referenced instruction, for example, overcame the difficulties associated with teaching students with severe disabilities by providing instructions in actual community settings. School teachers and professionals in vocational rehabilitation started to look seriously at supporting individuals with severe disabilities in the regular work force (Gold, 1980; Snell & Browder, 1986).

Despite the fact that supported work has been accepted by many as a preferred outcome of vocational services, there is not yet consensus on a definition that can be translated into clear service practice.

## Legislative Definitions

The 1984 amendments to the Developmental Disabilities Act (PL 98-527) define supported work as:

> Paid employment which (i) is for persons with developmental disabilities for whom competitive employment at or above the minimum wage is unlikely, and who, because of their disability, need intensive, ongoing support in a work setting; (ii) is conducted in a variety of settings, particularly work sites in which persons without disabilities

> are employed; and (iii) is supported by any activity needed to sustain paid work by persons with disabilities, including supervision, training and transportation. (Federal Register, 1984).

The 1986 reauthorization of the Rehabilitation Act of 1973 (PL 99-506) also defines the term 'supported employment.' For the purposes of this Act, it means:

> ...competitive work in integrated settings (A) for individuals with severe handicaps for whom competitive employment has not traditionally occurred, or (B) for individuals for whom competitive employment has been interrupted or intermittent as a result of a severe disability, and who, because of their handicap, need ongoing support services to perform such work.

Combined, these pieces of legislation outline the key features of the supported work model. As Laski (1986) notes, this legislation mandates a new definition of 'employability.' Everyone possesses the potential to work. Thus, an emphasis on the long term support of people with severe disabilities in regular jobs was a key component of the legislation.

## Key Elements of Supported Employment

Callahan (1986) advocates a strict interpretation of the relevant legislation when defining the key elements of supported employment. These are: integration, paid work, individualized services, and a wide variety of ongoing supports for each person.

Integration. A person with severe disabilities must be integrated at work. That is, the person should be a regular

employee of the business or industry rather than an employee of the rehabilitation agency and should work next to and interact regularly with non-disabled coworkers. Further, there should be no more than two individuals with disabilities in any one work area. This general policy is intended to maximize opportunities for integration and minimize the stigma inherent in grouping people with disabilities. (Brown, Shiraga, York, et al.; Callahan, 1986; Rood, 1985).

Paid work. Individuals should receive commensurate pay for work performed. Optimally, payment would begin immediately upon employment and should be based on productivity and work quality (Hagner, Nisbet, Callahan, & Mosely, 1987).

Individualized services. All aspects of ssupported employment should be tailored to the needs and capabilities of each person, such as job procurement, matching the job to the individual, and providing training and supports (Hill, Hill, Wehman, Revell, Dickerson, & Noble, 1985).

Ongoing supports. Comprehensive supports such as transportation, money and time management, advocacy, and strategies for managing social and communication issues must be available for each person who needs them. Adapting or restructuring a job to suit an individual may also take place. Co-workers should be encouraged to become involved to the maximum extent possible. Rehabilitation agencies must be flexible in order to provide services based on the needs of the individual and to increase or decrease the supports each person needs over time. All of these supports must be available as long as the

person requires them (Brown, Shiraga, York, et al.,1984; Wehman, Hill, Hill, Brooke, Pendleton, & Britt, 1985; Wehman & Kregel, 1985).

## Implementation: Current Debates and Suggested Resolutions

While the advantages of supported employment may appear obvious, controversy still exists. Which approaches within supported employment are most consistent with the four elements outlined above? How can financial disincentives to employment be eliminated?

### Approaches Within Supported Employment

Many people talking about supported employment today speak of four types of vocational services: work stations in industry or enclaves, work crews, small businesses comprised of workers with and without disabilities, and individually supported placements.

Enclaves. Enclaves typically consist of a group of individuals with disabilities working together under the supervision of an agency employee in a community business or industry. There is a contractual relationship between the business and the agency, and the agency pays the workers with disabilities either by a piece rate, a straight subminimum wage, or by pay commensurate with production.

Job Crews. Job crews are agency sponsored groups of individuals with disabilities who travel together to various work

sites in the community. Janitorial and maintenance tasks are the most common activities performed by work crews. Methods of payment are similar to those used in the enclave approach.

Small businesses. Small businesses are agency operated work sites organized as businesses. A number of nondisabled employees may be employed at minimum wage or better, but the methods of payment to the workers with disabilities are like those used in the enclave approach. Examples include restaurants, benchwork industries, and other types of businesses which produce goods or services.

Individual placement. Individual placement means locating community jobs for specific individuals. The worker's preference and abilities are considered along with the job requirements. Payment is generally based on productivity, although other methods may be used. The company employing the individual usually pays the person directly. Although more than one person with disabilities may work at the same site, this practice stresses finding the most suitable options for each individual. This personalized approach is essential for the success of people with the most severe disabilities (Callahan, 1986.)

While work enclaves, work crews and small businesses may possess advantages for rehabilitation agencies, they present disadvantages for individuals with severe disabilities. The rehabilitation agencies, now with business interests, "own" these jobs and are obligated to maintain their contracts. For the workers with disabilities, these approaches may become dead end programs that prevent them from obtaining their own jobs, as

decisions regarding what is best for the business override individual needs and benefits. Ironically, these approaches may form a new continuum of services in vocational rehabilitation.

The adoption of enclaves, job crews and/or small businesses may increase integration in comparason to ssheltered settings, but not maximize it (Brown, Shiraga, York, et al., 1984). In fact, such programs may continue to isolate, label and stereotype workers with disabilities. Job crews often conduct their business in the evenings or outdoors (janitorial or lawn work) where typical workers are not present. Work enclaves may develop separate or dissimilar routines from the host company. Contact with typical people may be limited in a small business set up by an agency. Since workers are not being paid as employees of the business, employers and coworkers may not consider the workers as true employees.

Integration is more than mere physical presence at a work site. It includes individuals with and without disabilities working with and next to each other, sharing work breaks and after hours social activities. The individual placement of people with severe disabilities into the regular workforce can best promote the development of relationships and true personal social integration.

Payment Mechanisms and Financial Disincentives

While many supported employment programs have found ways of working around the financial disincentives built into federal and state laws and regulations governing the work and benefits of

people with severe disabilities, many changes in these laws and regulations are still necessary for full implementation.

Some disincentives have to do with funding mechanisms. Most states' systems provide substantial sums of money on an ongoing basis to sheltered workshops, segregated employment and day settings, yet these monies cannot be used to support people in integrated settings. Many agencies, including already-established vocational services and "new" providers, are eager to support people in this way but cannot obtain funding to do so or use existing funding for this purpose. Other vocational service providers may need additional incentives to encourage them to begin to engage in supported work. States must make sufficient funds available for supported employment programs. This, along with other incentives, would reward those who are eager to provide these services and would entice additional providers to convert existing programs to supported employment services. Additionally, Medicaid regulations, which currently limit expenditures for work or work-related activities, must be changed--or states must forgo use of Medicaid monies for day programs (Laski & Shoultz, 1987).

Other financial disincentives involve individual benefits such as SSI, SSDI, and Medicaid. Although the increased levels of income allowed under federal provisions known as Section 1619a and 1619b do not, in most instances, jeopardize SSI and Medicaid eligibility, inequities remain. For example, individuals in states which do not link Medicaid and SSI eligibility may lose Medicaid benefits if their income increases too much.

Individuals receiving SSDI are not affected by Sections 1619a and 1619b. Thus, they may lose all their benefits if their income increases.

Finally, arrangements for subminimum wages must be available. Individual certificates for people earning less than the minimum wage allow receipt of 75%, 50%, 25%, or less than 25% of the prevailing wage. Employers must obtain permission to pay less than the minimum wage from the Department of Labor. Paying under 25% is considered experimental and requires a more stringent application and review procedure. Most states are not taking full advantage of the opportunity to pay less than the minimum wage in typical work settings (Hagner, Nisbet, Callahan, & Moseley, 1987). Several considerations need to be made before a subminimum wage is approved. An accurate determination of work production and contribution to the employer must be made. The rate of pay should be closely monitored and compared to the individual's productivity. The prevailing wage rather than the statutory minimum wage should be used to compute earnings. Advocates must insure that exploitation does not occur.

Unfortunately, some states require that agencies hold the subminimum wage certificate. In these states, employers pay the agency, which then pays the individual. This is inconsistent with the idea that the job belongs to the person who performs it.

## Conclusion: Principles for Supported Employment

Much-needed reforms are occurring. We must heed the cautionary statements of advocates about the necessity of including people with the most severe disabilities in these reforms (Ferguson, & Ferguson, 1986), even as we work to ensure that the changes in systems adhere to progressive principles. We know that with proper supports, individuals with even the most severe disabilities can successfully hold jobs in the community. In order to make this happen, the following needs to occur:

I. Agencies and advocates (including parents, people with disabilities themselves, and other interested parties) must seek the highest degree of social integration possible for each person. Job training and placement must take place in the community. Agency personnel should support interactions between the worker with disabilities and his/her nondisabled peers. Supervisors and coworkers should be encouraged and supported in their efforts to become involved with workers with disabilities.

II. People should be paid according to the quality and quantity of their overall work, with earnings based on the prevailing wage for the job. Whenever possible, individuals should receive pay during training and the initial placement period, with the potential for wage increases after the job is mastered.

III. Regardless of the income earned by the individual, all employees with disabilities should be eligible for the ongoing and individualized supports listed in the federal legislation. The individual's value should not be in any way tied to his/her productivity.

IV. Supports should be individualized, so that each employee receives what he or she needs to be successful on the job, and should be available for as long as the person needs them.

Supported employment, though a relatively new concept, is changing the type and quality of services received by individuals with disabilities across the country. States are changing their practices and structures, and agencies are now providing supported employment services that truly foster the inclusion of individuals with severe disabilities in all aspects of typical community life.

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# FROM SHELTERED WORKSHOPS TO SUPPORTED EMPLOYMENT

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Being a consumer and a former participant in a sheltered workshop, I have seen people who work in these places become very frustrated and upset. Most people with disabilities don't want to be segregated in any case, but especially not in the workplace.

Real places of employment have an environment where people socialize and begin to make new friends with which they can talk about similar interests. They feel like they are not somebody who was put on earth to be looked at as just a disability. When people are segregated in sheltered workshops, they miss out on the opportunities of interacting, working in a meaningful job (with at least minimum wage) and being a part of the community at large.

I want to tell you about my past experience at the sheltered workshop. To me it looked like an institution or warehouse. There were no nondisabled people employed there except for the supervisors, and they only interacted with other staff and not any of the people with disabilities. The people with disabilities only interacted with each other. The staff didn't look beyond the workers' disabilities and recognize that they were people. This was unacceptable because the staff was being paid to support and train people with disabilities in skills for their independence.

What I would like to see happen is for government officials to pull the funding out of sheltered workshops and to put the money into supported work instead. The reason why I would like for this to happen is so people will feel like they are doing something good and worthwhile in their life out in the community. If people work out in the community, they develop a wider range of contacts, unlike going to a segregated building every day.

One way of building up supported work is to work with organizations like Parents for Positive Futures, for example. They are a mixed group of parents, some who have sons or daughters who

are working in the sheltered workshops but want to find community jobs, and others with children who work in community. They share a common goal of wanting their children as independent and integrated as possible. This group can give ideas and living examples of people who work in the community who have disabilities.

By working together to increase supported work and people's awareness, the lives of people with disabilities will improve not only in the aspect of work, but also in recreation, self esteem, social life, and financial levels. Also people without disabilities will stop seeing a disability and start to see a human being.

I would encourage any reader or professional to advocate for supported work rather than sheltered workshops. Sheltered workshops don't give people the chance to learn or grow to their highest potential. In supported employment, they not only get the chance, they do grow and learn.

# TORI GETS A JOB

By:

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At age thirty, Tori Scro now holds his first job. Tori's smile shines from behind a neatly trimmed brown beard as he goes about his work at one of Chappell's department stores in Syracuse, New York.

His mother, Jo Scro, describes her reactions the day Tori got the job:

> Tori had started as a trainee on the job in October and the next April the job coach felt that he had mastered the work. So she planned a meeting with the manager to request that Tori become a paid employee. She planned to ask for minimum wage but was willing to accept less if necessary.
>
> The day of the meeting, I waited anxiously for the answer. In the afternoon the job coach called and said, "Are you sitting down?" So I said "yes." I was ready to hear the worst! And she said, "They've offered Tori above minimum wage!" Well, of course, I was thrilled! Then I, in turn, called my husband at work and said, "Are you sitting down?"

For fifteen hours* a week, Tori works as a member of the maintenance crew at Chappell's. He collects and disposes of trash using a large wheeled dumpster, vacuums certain areas, and collects and sorts hangers from all over the store.

Not a remarkable job, one might think, but there are many people who would think this maintenance man remarkable: people who had known Tori as a child in segregated schools for the "trainable retarded" run by the local Association for Retarded Children, or as a young man labeled moderately to severely retarded, learning self-

*Since the time of this interview, Tori's hours have gone up to 20 per week.

care skills, or, later, in his day-treatment* program, doing repetitive tasks that led nowhere.

Twenty eight years ago, when Jo and her husband, Charlie, discovered that their two-year-old son was considered mentally retarded, they had no idea what lay ahead. Before Public Law 94-142, when a free, appropriate education would be mandated for all children, the task of securing an education for Tori was a battle every step of the way. As parents of a child with severe disabilities, Jo and Charlie could not assume that the typical dreams and expectations of parenthood would be achieved for their son. Opportunities for education, friendships and full participation in the community, which would be available to their second son, Mark, would probably be denied to Tori.

Jo and Charlie had to develop plans that would make opportunities available to their son so that he could become as independent as possible. They had to focus on one aim at a time, such as where he would go to school and what he would learn. In the teenage years the question of where he would live as an adult became a central concern.

Where Tori would work was not an issue for him or his parents until after these basic questions had been answered. All Jo and Charlie knew was that they wanted their son's adult life to be as normal as possible, with as much fulfillment and opportunity as he had been accustomed to while growing up in his family home.

*In New York, Medicaid-funded day programs focusing on skills of daily living rather than work opportunities are called day treatment programs. People going to these programs are seen as unable or unready to work.





for those who are involved in the planning and organization of supported employment programs, including parents, educators, and human service workers.

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TITLE: The Madison strategy for evaluating the vocational milieu of a worker with severe intellectual disabilities

AUTHORS: Brown, L., Albright, K. Z., Solner, A. U., Shiraga, B., Rogan, P., York, J., & VanDeventer, P. V.

PUBLICATION INFORMATION: (in preparation)

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This volume's primary purpose is to delineate a strategy that can be used to evaluate the vocational milieu of a worker with severe intellectual disabilities. It offers an alternative to many of the currently used vocational evaluation strategies and is based on the assumption that all people with severe disabilities can work in integrated work environments. This work is now (1988) in its second year and going through a second revision. It has been sent out for preliminary review to selected various agencies, service providers and public schools that are involved in vocational training. The authors expect this evaluation tool to be ready for dissemination in 1989/90.

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TITLE: Impact of federal programs on the employment of mentally retarded people

AUTHOR: Conley, R. W.

PUBLICATION INFORMATION: 1985

In Lakin, K. C. & Bruininks, R. H. (Eds.) Strategies for Achieving Community Integration for Developmentally Disabled Citizens.

Paul H. Brookes Publishing Co.
P.O. Box 10624,
Baltimore, MD 21285-0624

COST: $26.95

As Jo's search for solutions led her to become involved in advocacy efforts within and outside of her own community. She became convinced that a life of isolation in an institutional residence was absolutely unacceptable for her son, or, indeed, for anyone. Their family was determined that when Tori became of age to leave his family home it would be to a new home in the community. They worked towards preparing him for this major step into adulthood.

The home for two young men, into which Tori moved at age twenty three, worked well for him, and gradually the question of appropriate activity and employment became the new focus of his life. Jo and Charlie began to question the day program offered to Tori. Jo recalls her thoughts on how Tori was spending his days:

> It quickly became obvious that sheltered settings weren't going to work for our son. He didn't like large work places with lots of people who would be screaming or acting out, and although he could do repetitive work, if he had to do it for hours he would begin to behave inappropriately such as screaming or butting his head.
>
> Tori was sent to "day treatment programs" for adults, and while these did teach some skills, they were essentially dead-ends. First of all, people were placed in those programs based on their deficits, what they couldn't so; their strengths weren't really considered. Also, it was all based on the idea of a continuum, that people had to go through prescribed steps in a program, achieving certain criteria before they could possibly make it and move on to the next step. I think that's false. When people are given the opportunity to learn by experiencing what typical people experience, they do learn and can put what they learn into practice.
>
> With this lock-step approach, very few people ever moved to the next level. They were placed according to the label they'd been given and that was where they stayed. That was how they viewed by son. But over the years, he continually showed us that he had more potential than the professionals thought. That really encouraged us to keep looking for better opportunities.

As Jo became more informed about new developments in the field of disability services throughout the country, she started to learn

about supported employment.

In her home community of Syracuse, New York, this movement received impetus when, in 1984, some university professors began working with the local school district to develop a community-based curriculum. High school students with disabilities were being placed at work sites in the community on an individualized basis, according to their strengths and preferences. As the school experiences of these students changed, so did the expectations for their future.

These beginnings were timely. In February, 1986, the New York State Office of Mental Retardation and Developmental Disabilities began funding new programs for adults with severe disabilities. Jo Scro was one of a group who supported a proposal for a grant to fund supported work. The grant was approved and United Cerebral Palsy of Central New York (now known as ENABLE) was funded to operate the program.

Jo requested that Tori be considered one of the twenty candidates for the program. She explains her motivation in this way:

> First of all I knew that, with the right supports, Tori was definitely employable and that, up to that time, there was no possibility of his getting out of the program he was in. Secondly, I wanted to demonstrate to the professionals that were involved in my son's program that people like Tori have a great deal of potential and, with the right kind of supports, can make it. They do not need to remain for years in day treatment programs, nor do they need to move from day treatment to work-readiness, from work-readiness to sheltered employment and from sheltered employment out to competitive employment. The best way for individuals to learn is to learn right on the job.

It took many months for the decision to be made, and when Tori was finally selected as a participant, the big challenge was finding a job for him. Tori had never had the opportunity to work or to experience different types of jobs in real settings and certainly

never in an environment where the majority of people were non-disabled. At age thirty, Tori was about to embark on a course which many professionals would say was unrealistic for him.

But the key to individualized supported employment is to find a job to fit the individual rather than an individual to fit a predetermined job. This represents a tremendous shift away from the traditional approach of human service systems, in which individuals who do not fit into existing programs are refused entry.

Tori's placement was pursued by a "job-developer," who discussed Tori's abilities and needs with business people in the community. After a great deal of discussion with the manager and employees of a department store in a shopping mall near to Tori's home, it was agreed that he would be taken on as part of the maintenance crew. He would be fully supported by a job-coach from the program and if he did well in his initial placement, the store would then hire Tori as a regular employee.

This was a great new step for Tori and everyone who knew him helped him prepare for it. His house-manager, trainers and co-workers at the day treatment center, parents and relatives, all showered him with such delight and encouragement that when the time finally came, Tori's first day on the job was, as his mother says, "a congratulatory event."

Adjusting to the job

It is the rare person for whom a new job goes entirely smoothly from the start. In this Tori was no exception. Yet he learned that actual work very quickly, with a great deal of support from an

excellent job-coach and the cooperation of co-workers and the store manager. Tori coped well with changes of routine: for example, the system he had first been taught for collecting and replacing hangers was changed when a new device for sorting hangers was introduced. He had little difficulty learning the new system.

What gave Tori much more difficulty was learning to give up his reliance on his coach. In the supported work system, as with any other training procedure, training is initially very intensive, with the new worker receiving almost total support from his coach. As his skills improve, this support is gradually withdrawn, with the aim of increasing independence for the worker. This process, often referred to as "fading," was very disturbing for Tori. As Jo explains:

> In all his previous settings, Tori had been accustomed to having his teacher there all the time, so when the fading began, and his coach wasn't always physically there, Tori began to show signs of stress, because he was feeling a sense of insecurity. Up to that time, Tori's co-workers hadn't been given any responsibility or authority for his work, so whenever the coach wasn't there, Tori just felt lost. This didn't always show at work, but in the mornings, at home, he was showing a lot of anxiety, and the people at his home couldn't figure it out.
>
> Finally, one morning, after about three or four weeks, he screamed out the name of the store and it clicked for the house manager. She called and discussed it with me and we agreed that it was probably the fading procedure that was upsetting him. Well, at first, the job-coach wasn't convinced because Tori wasn't showing his anxiety on the job but, you know, after thirty years, I think I know my son!

As it turned out, not only was Tori feeling anxious about his coach not being around, but his co-workers did not know who should help him when a problem arose, for example, if his vacuum cleaner was not working properly. Nor did Tori know whom he should turn to in such situations.

These difficulties were gradually worked out by slowing up the fading of the job coach and identifying a coworker to whom he could go when the job coach was not present. With a slower "fading" procedure, Tori adjusted to his growing independence. Even during this period, Jo says, the mention of "Chappell's" would bring a huge grin to her son's face.

The rewards of work

As Tori's independence on the job grew, so did his stature in the eyes of others. In Jo's words:

> His disability didn't disappear, his so-called label didn't disappear, but the attitude of people towards him changed. They would say, "Tori is working!" And not just that he's working, but where: "He's working at Chappell's!" And so people's expectations and view of him changed. Now they see him as a contributing member of the community, and that's valued in this society.

But an even more important reward is the effect on Tori's view of himself. When the great day came that he received his first pay check, his parents asked him how he'd like to celebrate and he replied, "Out to dinner." "Great," said his parents. "When would you like to go and who do you want to go with us?" Tori's guest list included his house manager, and his two house mates, and he said he would like to go on Wednesday. When it turned out that his parents would not be available on that day, Tori made it clear that that was OK and that he would go ahead with his friends. Jo and Charlie were thrilled. A son who is adult enough to earn his own pay check is certainly adult enough to choose to celebrate without his parents if they can't fit into his plans.

Tori now goes to the bank, cashes his check, has an employee

discount at the department store like all the other employees, and shops for his own clothes, with the help of his house manager. But perhaps the most thrilling moment for the whole family was this year's Father's Day. Jo says:

> We were sitting in the back yard opening gifts. Tori had bought his dad a present at Chappell's and we were watching him open it. I looked over at Tori: he had the biggest grin on his face! What he was really saying was, "This is something I bought!" It was something different from all the other times he'd given his father a gift.
>
> It's one of those benefits that we see when people with disabilities are given opportunities that previously have been denied them. It definitely has an effect on their sense of self-worth.
>
> We can see it in the importance Tori places on his job. Some days are difficult for him, but he is growing as an individual and he's having opportunities he would never have in a segregated setting. He's taking risks, and he may have disappointments. There may be a time when he may not be employed there. I mean, did you stay at the first job you ever had?

What's next for Tori?

Tori enjoys his job and is learning, but what are some of the limitations of his present position?

Jo feels one of the most important is the fact that he is only employed part-time. Outside of his fifteen hours at Chappell's, Tori spends the rest of his days at the day treatment program. Jo would like to see him in a full time job, or, at least, spending the rest of his working hours integrated in the community. Jo feels that parents and service workers need to explore possibilities for creating full-time meaningful work activities in the community for people with severe disabilities.

Another concern is how long will the supports Tori needs be available? Right now, in New York, funds for job-coaches are made available by the Office of Vocational Rehabilitation, but a

commitment for long term, on-going support for people like Tori is not yet available in New York state.

In Syracuse, parents such as Jo have recently created an organization called Parents for Positive Futures, which is, in Jo's words:

> ...a grass-roots advocacy group, whose sole purpose is to advocate for more dollars for funding for work programs that truly integrate people in the community, providing the types of supports they need.
>
> We would like to see more individualized programs instead of enclaves and work stations. I do think those programs have been very beneficial for many people, but I prefer the individualized placement. It's easier for others to interact with a person as an individual. When you're in an enclave, you tend to stay as a group and be viewed as a group. I also think that people with severe disabilities need the modeling they get in an integrated situation. And the support has to be truly individualized if it's going to work, because there are times when an individual needs more intensified support and times when it needs to be faded. We really need the funding for that.

And how expensive is this going to be? Jo's view is that while such programs may initially appear to be more expensive than others, as employees become more independent the cost of support does decrease. She also points out that since supported work uses the existing community, it does not incur the additional costs of creating and maintaining buildings for programs.

How difficult is it going to be to achieve the aims of Parents for Positive Futures? Jo says:

> Sometimes I get discouraged that we have to prove it first and then stand in line. Well, we are proving it and now we have to convince the funders that they have to turn some of the money around, from day treatment programs and sheltered employment and move it into more supported work programs.
>
> But change is always difficult. It's painful and people are fearful; the status quo always seems safer. We've had a struggle in our community about that. But more and more parents who have had a taste of their children being in integrated schooling are not willing to accept day treatment and sheltered settings.

A well-earned beginning

Tori's story may appear to have a happy ending but it is only a beginning. In his mother's words:

> This is Tori's first job but it may not be his only job. All his life he has tried very hard to please everyone: Mom and Dad, teachers, therapists, siblings. He has worked very hard to fit into programs that weren't really the best for him but he has never received the reward of progressing or doing work that was truly valued.
>
> Now he finally has an opportunity to reap the rewards of work. And those rewards are not just working and being paid. It's much more than that. This has opened up many avenues for him. He is now fully integrated in the community and has opportunities for new friendships, for contributing rather than simply taking and for helping to crumble the myths about people with disabilities.
>
> Over the years I've listened to even very caring professionals talk as if people with disabilities just take. They seem to forget how hard they work. Tori has worked hard for this. He is still working. He has paid his dues!

# ANNOTATED BIBLIOGRAPHY

# ON

# SUPPORTED EMPLOYMENT

Edited by

Rannveig Traustadottir

Entries by Rannveig Traustadottir,
James Knoll and Amy Good

1988

The material listed in this bibliography
is arranged in alphabetic order by author's name.

The books, chapters, and articles listed in this bibliography have been published or are in press and should be published during 1988/89. These are not available through the Center on Human Policy or Human Policy Press, but may be obtained in several ways. Books and journal articles may be obtained through your local library, or through the Interlibrary Loan service of your library, if the library does not own the book or journal in question. Books, of course, may also be ordered through your local bookstore.

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INTRODUCTION

Some of the most exciting and creative progress in community integration of people with severe disabilities is now being made in efforts to move away from the outdated models of segregated day treatment/habilitation and sheltered employment and place people in individually tailored community work sites where they continually interact with nondisabled people. As is always the case in fast moving innovative fields, the literature lags behind the exciting progress being made in this area. With this in mind the following reviews have been selected to provide those who are interested in supported work with basic information.

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TITLE: An instructional guide for training on a job site: A supported employment resource

AUTHORS: Barcus, M., Brooke, V., Inge, K., Moon, S., & Goodall, P.

PUBLICATION INFORMATION: 1987

Virginia Commonwealth University
Rehabilitation Research and Training Center
VCU Box 2011
Richmond, Virginia 23284-0001

This manual is written for vocational service providers who are directly involved with on-site job training of people with severe disabilities. The process and the corresponding forms included are based on work done in vocational services during the past nine years at Virginia Commonwealth University through Project Employability and the Rehabilitation Research and Training Center. The authors point out that there are many approaches to vocational training and that this manual is not intended to be an all inclusive source of information on job site training. Instead this is a detailed procedural guide for professionals who wish to implement one particular approach to job site training.

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TITLE: Supported employment: Parental involvement

AUTHORS: Beckett, C. & Fluke, D.

PUBLICATION INFORMATION: 1988

Exceptional Parent,
Vol. 18, No. 1, pp. 20-26

This article is primarily directed toward parents. The authors emphasize the importance of parental involvement in supported employment issues. At the same time they recognize that in order for parents to be effective advocates for their children, they must understand the concept of supported employment. The chapter describes a training program for parents that was developed to address the parents' many questions and concerns around supported employment.

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TITLE: Community programs for severely handicapped adults: An analysis

AUTHOR: Bellamy, G. T., Sheehan, M. R., Horner, R. H., & Boles, S. M.

PUBLICATION INFORMATION: 1980

Journal of the Association for the Severely Handicapped
Vol. 5, No. 4, pp. 307-324

This paper examines vocational options for one group of severely handicapped individuals: those who have been classified as not ready for vocational training and have therefore been excluded from both sheltered workshops and real work opportunities. These individuals are served in adult day programs. The article describes existing services in adult day programs and expresses serious concerns about these programs. The authors make a number of suggestions about significant changes that are needed to develop vocational options for those individuals who now are participants in adult day programs.

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The following two articles were both published in the same issue of The Journal of the Association for Persons with Severe Handicaps, and express two different points of view regarding strategies for meeting the needs of people with severe disabilities in the work place.

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TITLE: Integrated work opportunities for adults with severe handicaps: The extended training option

AUTHOR: Brown, L., Shiraga, B., York, J., Kessler, K., Strohm, B., Rogan, P., Sweet, M., Zanella, K., VanDeventer, P., & Loomis, R.

PUBLICATION INFORMATION: 1984

Journal of The Association for Persons with Severe Handicaps
Vol. 9, No. 4, pp. 262-269

This article takes the position that one major reason why adults with the most severe intellectual handicaps are prevented from performing meaningful work in nonsheltered environments is the requirement that they cannot do so unless they receive direct pay. The authors claim that as long as direct pay is an admission requirement to perform real work it may result in confinement to segregated facilities and prevocational programs that never lead to real work in the real world. Instead the authors suggest the use of an "extended training option" to arrange for integrated work functioning while the necessary attitudes and skills for direct pay are developed. The authors argue that the main focus of the article is not on money, pay or the exchange of wages for work. Instead, the crucial issue is integration of all people with severe disabilities into ordinary work places. Therefore, the authors argue, workers with severe disabilities should first be placed in ordinary workplaces, then they should be taught to perform meaningful work, and thereafter all reasonable attempts should be made to secure direct pay. The authors believe that all people, regardless of level of intellectual functioning, should receive direct pay contingent upon the performance of meaningful work in integrated settings. But until levels of performance worthy of direct pay can be engineered, opportunities for all to enter integrated environments must be provided and direct pay should not function as a barrier to integrated work opportunities.

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TITLE: Quality and equality in employment services for adults with severe disabilities

AUTHOR: Bellamy, G. T., Rhodes, L. E., Wilcox, B., Albin, J. M., Mank, D. M., Boles, S. M., Horner, R. H., Collins, M. & Turner, J.

PUBLICATION INFORMATION: 1984

Journal of the Association for Persons with Severe Handicaps
Vol. 9, No. 4, pp. 270-277

This article is written as a response to Brown, et al.'s paper in the same issue of this journal. The purpose is to provide an alternative perspective that can encourage a timely discussion of employment options for people with severe disabilities. While they agree with Brown et. al. about the

capability of persons with disabilities to perform work, the importance of integration, and the failings of typical services, the authors of this article reject the use of unpaid employment as an extended service option. They argue that this option sacrifices wages and other employment benefits, ignores integration during non-working hours and indicates a willingness to accept unequal treatment of citizens with severe disabilities. They also suggest that relying on unpaid work as a strategy for time-limited employment preparation creates the risk of overuse and of perpetual readiness programming. As one argument against Brown et al.'s extended training proposal the authors point to current federally supported employment initiatives that provide a framework for combining wages and integrated work, and offers support for local program development. These new initiatives, the authors argue, are more consistent with the values that have guided exemplary school and community services for people with severe disabilities.

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TITLE: Supported employment: A community implementation guide.

AUTHOR: Bellamy, T. G., Rhodes, L. E., Mank, D. M. & Albin, J. M.

PUBLICATION INFORMATION: 1988

Paul H. Brookes Publishing Co.
P.O. Box 10624,
Baltimore, MD 21285-0624

COST: $19.95

This book is a practical guide on how to make supported employment a reality. It gives practical advice for developing supported employment programs, including the initial planning stages, collecting information, and developing a program proposal. The authors also discuss four different approaches to consider, when establishing a supported employment program. These are: (1) individual supported jobs in community businesses, (2) enclaves, or work stations, in industry, (3) mobile work crews, and (4) other small businesses. In discussing these approaches the authors emphasize that each approach must meet the federal requirements for supported employment as well as five requirements the authors call "organizational accomplishments" which they recommend be used by supported employment organizations as a framework for planning, management and evaluation. It should be noted that some authors in the area of supported employment would argue that only individual job placements could truly meet the requirements outlined in the book. Despite this disagreement the book offers practical advice on how to develop, organize, operate, manage, and evaluate supported employment efforts and should be a practical resource

This chapter examines the various ways in which a variety of federal programs affect the employment of people with disabilities. One problem, which the authors highlight, is the tacit assumption in most federal programs that people with mental retardation can be neatly divided into groups which either can or cannot be gainfully employed. As a result, most of these programs contain substantial disincentives for the employment of many people with disabilities. Numerous specific examples are made for reordering priorities in mental retardation services.

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TITLE: The new Victors: A progressive policy analysis of work reform for people with very severe handicaps

AUTHORS: Ferguson, D. L. & Ferguson, P. M.

PUBLICATION INFORMATION: 1986

Mental Retardation,
Vol. 24, No. 6, pp. 331-338

The authors begin this article by reviewing the history of reform in human services and special education. They then use the experience of earlier reform movements as a guide for examining current efforts to expand the vocational opportunities available to individuals with severe disabilities. In this light, they discuss the meaning of work and the current state of the labor force. Their historical perspective leads them to caution against a new form of unintended exclusion of people with severe disabilities from community participation which can result from over reliance on economic utility at the price of social integration. In conclusion they make five specific suggestions for future research, policy, and practice to act as a guide for avoiding the mistakes of past reform movements.

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TITLE: Vocational integration for persons with mental handicaps: A cross-cultural perspective

AUTHOR: Gaylord-Ross, R.

PUBLICATION INFORMATION: (in press)

In Biklen, D., Ferguson, D., & Ford, A. (Eds.)
Schooling and disability. National Society for the Study of Education

In this article, the author describes a qualitative study of vocational integration of people with developmental disabilities

in five European countries: Denmark, Great Britain, Italy, Switzerland, and West Germany. Based on five months of travel through these countries, where the author conducted numerous site visits; completed over 250 interviews; and reviewed 500 documents, the author describes patterns of vocational integration in these five countries, as compared to efforts underway in the United States. The author concludes by identifying and discussing five important variables which can facilitate social change toward integrated work: (1) "political will", (2) the presence of a "charismatic leader(s)", (3) the presence of "model demonstration programs", (4) the level of "instructional technology" among staff, and (5) the "economic state" of a particular country.

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TITLE: Supported employment: Federal policies and state activities related to integrated work opportunities for persons with developmental disabilities

AUTHORS: Gettings, R. M. & Katz, R. E.

PUBLICATION INFORMATION: 1987

National Association of State Mental
Retardation Program Directors
113 Oronoco Street
Alexandria, VA 22314

COST: $20.00

The aim of this report is twofold. First, to explore how federal and state policies influence the participation of people with severe disabilities in the general work force. Second, to explore the current activities of state MR/DD (Mental Retardation/Developmental Disability) agencies in the area of supported employment programs. Part one summarizes recent federal legislation and demonstrates the various, often interrelated ways, in which federal policies can influence (either positively or negatively) the establishment of supported employment programs across the nation. Part two describes how many states are actively converting day activity programs into supported employment. Part two is based on a state-by-state survey conducted by the National Association of State Mental retardation Program Directors.

The purpose of the report is to offer a descriptive analysis of current events. Therefore, it does not draw conclusions or contain recommendations. However, because it discusses many crucial issues it contributes to a greater awareness of the role of state agencies in helping workers with severe disabilities to find and retain jobs in the community. The report also

demonstrates how various federal policies influence the availability and accessibility of employment opportunities for individuals with severe disabilities.

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TITLE: Try another way training manual

AUTHOR: Gold, M.

PUBLICATION INFORMATION: 1980

Research Press
2612 North Mattis Avenue
Champaign, IL 61820

COST: $8.95

This manual describes the philosophy and procedures of Try Another Way, an approach for teaching people labelled moderately, severely and profoundly mentally retarded and developmentally disabled who are difficult to train. An alternative definition of retardation is proposed which stresses level of functioning determined by the availability of training technology. Try Another Way is explained as the use of task analysis to teach manual tasks to people with disabilities.

The manual covers the following aspects of the approach: task analysis (explanation and an example of teaching a complex assembly task to persons who are retarded and blind); rules for training and reinforcement; a discussion of the concept of influence; and an interview with M. Gold in which he emphasizes the need for systematic training rather than diagnosis. Four training projects and their task analyses are presented (shaking hands, building pallets, washing hands, and folding napkins). The remainder of the manual provides information on publications, films, and training services.

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TITLE: "Did I say that. . ." Articles and commentary on the try another way system

AUTHOR: Gold, M.

PUBLICATION INFORMATION: 1980

Research Press
2612 North Mattis Avenue
Champaign, IL 61820

COST: $18.95

The book contains 27 papers on the Try Another Way System, a program designed to teach manual tasks to people labeled moderately, severely, and profoundly retarded. This book is somewhat outdated but provides an interesting historical perspective and valuable background information for the current discussion around vocational issues.

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TITLE: Payment mechanisms for community employment: Realities and recommendations

AUTHORS: Hagner, D., Nisbet, J., Callahan, M., & Moseley, C.

PUBLICATION INFORMATION: 1987

Journal of The Association for Persons with Severe Handicaps,
Vol. 12, No. 1, pp. 45-52

The article describes the payment mechanisms that are available to reimburse workers with severe disabilities for performed work. The authors demonstrate that even if the current regulations do provide mechanisms whereby workers with severe disabilities can both work in fully integrated settings and receive pay, the options available for these workers have serious limitations. Current regulations allow for a few different types of employment by workers with severe disabilities and the authors discuss the advantages and disadvantages of each of those: (1) competitive employment at, above, or below minimum wage, (2) contracted employment through a rehabilitation agency, and (3) self-employment. The discussion includes suggestions for utilization of different available payment options. The article concludes with recommendations for changes both on the level of service provision and public policy.

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TITLE: Employment outcomes for people with moderate and severe disabilities: An eight-year longitudinal analysis of supported competitive employment

AUTHOR: Hill, M. L., Wehman, P. H., Kregel, J., Banks, P. D., & Metzler, H. M. D.

PUBLICATION INFORMATION: 1987

Journal of The Association for Persons with Severe Handicaps
Vol. 12, No. 3, pp. 182-189

(The following article is one in a series of three articles that all focus on the benefits and costs of supported employment. All three articles were published in the same issue of JASH. The other two articles (by Noble & Conley and by Rhodes, Ramsing & Hill) are also included in this bibliography.)

This article presents information on the benefits and costs associated with supported competitive employment and is based on an eight-year analyses. This is one of the few benefit-cost analysis that has focused on people with mental retardation who have received supported competitive employment services over an extended period of time. The authors' analysis showed a substantial savings to society by utilizing the model of supported competitive employment. Their results also showed a significant financial benefit to workers with moderate and severe disabilities. The authors conclude that hopefully this information will provide encouragement to to those who make fiscal decisions related to supported competitive employment.

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TITLE: Lifting barriers to provision of VR services to persons disabled by autism and other severe handicapping conditions

AUTHOR: Juhrs, P. D.

PUBLICATION INFORMATION: 1984

Community Services for Autistic Adults and Children (CSAAC)
751 Twinbrook Parkway
Rockville, MD 20851

COST: $.50

In this article, the author delineates currently existing barriers which prevent an individual who is severely handicapped by autism from obtaining services through Vocational Rehabilitation. Those barriers include: the exclusion of autism from the definition of "severely handicapped individual" under current Federal Regulations, and the evaluation procedure for determining rehabilitation potential.

As a result the author recommends five specific minor changes be made in the Vocational Rehabilitation Rules and Regulations. The author also includes additional criteria which would ensure both protection of the disabled individual and provide an opportunity to enter the non-sheltered work setting.

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TITLE: CSAAC Supported Employment Model Project. Manual I:

Maintaining Social Security and Supplemental Security Income if you are developmentally disabled

AUTHORS: Juhrs, P. D., Jennings, D., & McGill, K.

PUBLICATION INFORMATION: 1986

Community Services for Autistic Adults and Children (CSAAC)
751 Twinbrook Parkway
Rockville, MD 20851

COST: $1.00

This manual is one of a series written to assist consumers, service providers, and employers in beginning a supported employment program. The manual is specifically prepared to help people project their Social Security Income or Supplemental Security Income and Medical Assistance when entering a supported employment program. Topics discussed include: social security programs for people with disabilities; the definition of disability; trial work period; and extended period of eligibility; special SSI benefits; disability-related work expenses; and planning to achieve self-support. A glossary of important terms and a list of additional resources and where they may be obtained are also included.

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TITLE: Community-based employment for persons with autism

AUTHOR: Juhrs, P. & Smith, M. D.

PUBLICATION INFORMATION: (in press, will be published in January 1989)

In Wehman, et al.: Supported employment and transition: Focus on excellence. New York: Human Sciences Press

The vocational program at Community Services for Autistic Children (CSAAC) has for a number of years served as a model in the provision of supported employment to people with severe communication and social problems who have been labeled autistic. This group of people has traditionally not been expected to be able to work in any real jobs. This chapter presents data from CSAAC's vocational program and describes the successes as well as the problems they have encountered. There are relatively few resources available describing supported employment for people with autism. This chapter should therefore be a valuable resource for people interested in developing employment

opportunities for people labeled autistic as well as for people not so labeled who have self-injurious or aggressive behaviors that present a challenge to job developers.

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TITLE: Supported employment: What about those in Medicaid funded day treatment and day activity centers?

AUTHOR: Laski, F. & Shoultz, B.

PUBLICATION INFORMATION: 1987

Word From Washington
May 1987, pp. 12-14

In this article the authors remind us that supported employment is designed for individuals with severe disabilities who have traditionally been served in day activity programs. At the same time some of the supported employment programs have been used to serve people with mild disabilities who have had, or should have had, other vocational services to achieve and maintain competitive employment. The authors analyze how the federal funding and administration of the Medicaid Program have affected vocational services for people with severe disabilities and argue that these funding mechanisms make it a virtual certainty that states utilizing Title XIX funds for day programs will continue to exclude adults with severe handicaps from vocational services, including supported employment.

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TITLE: Transitions to adult life for people with mental retardation: Principles and practices

AUTHOR: Ludlow, B. L., Turnbull, A. P., & Luckasson, R. (Eds.)

PUBLICATION INFORMATION: 1988

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624

This book covers a wide variety of issues relating to the current services and concepts in transition from school to adult life for people with mental retardation. Most of the chapters are practice oriented. The book focuses broadly on transition from school to adult life and deals only partly with supported employment. It should be of interest to service providers, educators, and policy makers who are involved in transition programs, as it describes the context for supported employment.

TITLE: Four supported employment alternatives

AUTHORS: Mank, D. M., Rhodes, L. E., & Bellamy, G. T.

PUBLICATION INFORMATION: 1986

In W. E. Kiernan & J. A. Stark (Eds.), Pathways to Employment for Adults with Developmental Disabilities

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624.

COST: $35.95

This chapter compares four models of supported employment (i.e., the supported jobs model, the enclave model, the mobile crew model, and the benchwork model) on a number of variables including integration, wages, and success in serving people with severe disabilities. There are a number of concerns regarding the way comparisons are made in this discussion. For example, both the supported jobs model and the enclave models are rated as high on integration while a description of these two models would lead the reader to expect substantial differences on this variable. Nonetheless, the article provides a good starting point for discussion on supported employment approaches.

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TITLE: Do we know enough to plan for transition? A national survey of state agencies responsible for services to persons with severe handicaps

AUTHORS: McDonnell, J., Wilcox, B., & Boles, S. M.

PUBLICATION INFORMATION: 1986

Journal of The Association for Persons with Severe Handicaps.
Vol. 11, No. 1, pp. 53-60

This article reflects the research findings of a study which looked at states' abilities to project for and provide necessary numbers of residential and vocational options for severely handicapped individuals in transition from school to adult life. The study, which consisted of the completion of survey questionnaires followed up with a telephone interview, was conducted in forty-four states. The authors note the limitations of the study are due to a lack of participation by all agencies in all states, and the time-limited nature of the study. Based on the study the authors identify several national trends relevant to service planning for young adults with severe

handicaps in their transition from school to community life. The authors conclude that state agencies responsible for administering community-based work and residential services for adults with severe disabilities are facing a crisis. They also recommend several changes that are necessary at a state and local level if significant progress is to be made in addressing the issue of transition from school to work and community life.

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TITLE: Getting employed, Staying employed: Job development and training for persons with severe handicaps

AUTHORS: Mcloughlin, C. S., Garner, J. B., & Callahan, M. (Eds.)

PUBLICATION INFORMATION: 1987

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624

This excellent and practical book investigates the processes involved in developing jobs in integrated settings, and methods for facilitating employment opportunities for people with severe disabilities. The first part deals with the problems of sheltered work. Based on an analysis of cost effectiveness and programmatic ideologies, the first chapter demonstrates how these workshops are inherently inadequate. The authors suggest that sheltered work environments should be systematically phased out in favor of employment in integrated settings. The rest of the book serves as a practical manual for job development, placement and training for people with severe disabilities. This book provides unusually valuable guidelines for people who are interested in developing integrated individualized jobs for people with severe disabilities.

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TITLE: The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers

AUTHORS: Moon, S., Goodall, P., Barcus, M., & Brooke, V. (Eds.)

PUBLICATION INFORMATION: 1985

Rehabilitation Research and Training Center
School of Education
Virginia Commonwealth University
1314 West Main Street
Richmond, VA 23284-0001

COST: $9.00

This manual gives practical information on implementing a supported work approach to individual employment in business and industry. Written for people who are directly involved in job placement and training, the manual addresses job development, job placement, job site training, and follow-up. Also included are sample forms, a resource guide, and a glossary.

The manual is written for direct service staff and describes, in a step-by-step way, individual job placement and training, using a supported work approach. The supported work model described in this manual (1) enables people with disabilities to work at job sites in business and industry before they meet traditional requirements for "job readiness", (2) involves long-term assessment and follow up services, and (3) provides intensive training at the work site. The manual would be a good resource for people who are involved in the development and implementation of supported work. People who are interested in issues such as job modifications or working with people with "challenging behaviors" at the work site will need to supplement the manual with other resource materials. Overall, a good resource.

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TITLE: Establishing and maintaining vocational training sites for moderately and severely handicapped students: Strategies for community/vocational trainers

AUTHORS: Nietupski, J. A., Hamre-Nietupski, S., Welch, J., & Anderson, R. J.

PUBLICATION INFORMATION: 1983

Education and Training of the Mentally Retarded, Vol. 18, No.3, pp. 169-175

This article presents several strategies which might be used by community/vocational trainers in establishing and maintaining community-based vocational training sites. The strategies include both recommended procedural steps as well as inter-personal approaches employed by successful community/vocational trainers.

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TITLE: Assisting persons with severe disabilities to achieve success in integrated work places: Critical elements.

AUTHORS: Nisbet, J. & Callahan, M.

PUBLICATION INFORMATION: 1987

In S. J. Taylor, D. Biklen, & J. Knoll (Eds.)
Community Integration for People With Severe Disabilities.

Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

Cost: $18.95

This chapter provides an overview of the elements of successful job placements for people with severe disabilities. Specifically the authors outline the rationale for a fully individualized approach to job placement, including methods for coordinating services across the various agencies which are usually involved in the life of a person with a severe disability. The authors also address key issues related to supports and skill development with special emphasis given to natural supports and the development of on-the-job relationships.

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TITLE: Accumulating evidence on the benefits and costs of supported and transitional employment for persons with severe disabilities.

AUTHOR: Noble, J. H. & Conley, R. W.

PUBLICATION INFORMATION: 1987

Journal of The Association for Persons with Severe Handicaps
Vol. 12, No. 3, pp. 163-174

(The following article is one in a series of three articles that all focus on the benefits and costs of supported employment. All three articles were published in the same issue of JASH. The other two articles (by Hill et. al. and by Rhodes, Ramsing & Hill) are also included in this bibliography.)

This article presents information about the benefits and costs of supported employment and compares some of the major forms of supported employment with adult day care and traditional sheltered workshops. The authors argue that there is an obvious need to collect better information on supported and transitional work programs in order to assess their economic value and determine which programs are most effective. Despite the lack of data the authors conclude that sufficient information exists to argue that all forms of employment (supported, transitional, and sheltered) are more productive in terms of earnings, and less costly to provide than adult day care. The authors argue that all service providers should be required to show benefits and costs within a uniform framework of measurement.

TITLE: New roles for parents

AUTHOR: Pressman, H.

PUBLICATION INFORMATION: 1987

The Exceptional Parent
Vol. 17, No. 1, pp. 36-40

This article describes how parents of young people with special needs are making an impact on the employment opportunities of these young people. The author gives many examples from across the country about the important role parents can play in influencing vocational opportunities ranging from applying for state grants, to establishing vocational training programs in schools, to training other parents to be advocates for their children, to establishing corporations to provide jobs.

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TITLE: Negotiating job training stations with employers

AUTHOR: Pumpian, I., Shepard, H., & West, E.

PUBLICATION INFORMATION: (in press)

In Wehman, P. & Moon, M. S. (Eds.): Vocational Rehabilitation and Supported Employment

Paul H. Brookes Publishing Co.
P.O. Box 10724
Baltimore, MD 21285-0624

COST: approx. $43.00

The chapter is intended to provide a guide for service providers who are looking for an organized way to negotiate a job training station agreement. The authors have extensive experience in negotiating job training stations in businesses in several communities and describe specific techniques that have been used in negotiations with employers in an attempt to help service providers to implement community based vocational training. The chapter is intended for people who already are familiar with the purpose of community based instruction and the benefits of vocational training in actual businesses.

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TITLE: The training and employment of persons with severe handicaps

AUTHOR: Pumpian, I., West, E., & Shepard, H.

PUBLICATION INFORMATION: (in press)

Gaylord-Ross, R. (Ed.): Vocational education for persons with special needs. Mayfield Publishing Company.

This chapter starts by raising some fundamental value questions that provide the basis for developing and evaluating services for people with severe disabilities. The authors argue that consistent answers to such questions are essential to understanding the current direction and debate concerning training and employment. The authors also criticize some of the current supported employment practices, for example, for either excluding people with the most severe disabilities or selecting pseudointegration models, as has been the case with some enclave and work crew programs. The chapter reviews some of the school trends and initiatives that have contributed to the evolution of supported work and discuss current trends and initiatives in adult services. The authors offer both a criticism of what they see as negative aspects and descriptions of practices that they see as promising within adult services. This is a good resource where the authors attempt to outline ideologies, strategies, and programs that should increase optimism, inclusion and demonstration of integrated employment options for all individuals with severe disabilities.

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TITLE: Site visit report: Community Work Services

AUTHOR: Racino, J.A.

PUBLICATION INFORMATION: 1985

Center on Human Policy
724 Comstock Avenue
Syracuse, N.Y. 13244-4230

COST: $1.25 plus 10% for postage & handling.

This report is based on a site visit to Community Work Services, an agency in Madison, Wisconsin. Community Work Services provides individually tailored training, assistance, and support for the 62 people they serve in Dane County, Wisconsin (see Exemplary Supported Employment Services section, this information package). The report describes the promising practices used by this agency to individualize its approach.

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TITLE: Real jobs

PUBLICATION INFORMATION: 1988

Entourage
Vol. 3, No. 1, pp. 41 & 49

This short article describes the third annual meeting of People First of Ontario, held on October 30, 1987. The meeting was titled: "Real Jobs in the Community" and focused on the difference between segregated (workshop) jobs and integrated (real) jobs. In the form of two resolutions, People First of Ontario pledged to act on their own behalf and agreed to make "Real Jobs" a major project in the coming year by approaching the local associations for community living and going to the provincial government to urge that real jobs be found for people labelled mentally retarded.

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TITLE: Economic evaluation of employment services: A review of applications.

AUTHOR: Rhodes, L., Ramsing, K., & Hill, M.

PUBLICATION INFORMATION: 1987

The Journal of The Association for Persons with Severe Handicaps
Vol. 12, No. 3, pp. 175-181

(The following article is one in a series of three articles that all focus on the benefits and costs of supported employment. All three articles were published in the same issue of JASH. The other two articles (by Hill et. al. and by Noble & Conley) are also included in this bibliography.)

This article provides an overview of benefit-cost analysis and its limitations, and reviews the use of benefit-cost analysis within vocational programs for people with disabilities. The studies and methods summarized in this article provide only a small information base. The authors argue that more information is needed to include more programs in diverse communities and industries. The authors claim that benefit-cost analysis has been increasing in popularity as a tool in determining the desirability of funding public programs. At the same time the authors remind us that economic effects of programs are only one of the considerations for the analysis of services and policies for adults with severe disabilities. They conclude that despite the limitations of benefit-cost analysis, it remains a useful tool to be used together with other criteria in evaluation of supported employment programs.

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TITLE: Competitive employment: Issues and strategies

AUTHOR: Rusch, F. R. (Ed.)

PUBLICATION INFORMATION: 1986

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624

COST: $34.95

This book is a significant contribution to the literature on community employment of people with disabilities. Section one consists of six chapters. Chapter one describes obstacles to competitive employment and program options to overcome them. Chapters two through six describe and discuss five programs which use different approaches to achieve competitive employment. Section two consists of eleven chapters and focuses on competitive employment methods. The chapters address a number of specific techniques and strategies in relation to competitive employment programs, from initial assessment to long term follow-up. Section two also has two chapters on developing training sites and community jobs. Both contain useful suggestions and information. Section three explores competitive employment issues in seven chapters. Most of these chapters present contemporary service delivery issues in vocational programming. The book concludes with an epilogue on integrated work in the form of an interview with Dr. Lou Brown.

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TITLE: The impact of integrated employment on leisure lifestyles

AUTHOR: Sandys, J. & Leaker, D.

PUBLICATION INFORMATION: 1988

Entourage
Vol. 3, No. 1, pp. 17-23

This article focuses on the way in which integrated work can influence the use of leisure time of workers with disabilities. The authors argue that after-hour socializing with fellow workers is in the majority of cases greater in community jobs than in sheltered workshop jobs. While most supported employment programs do not focus specifically on the issue of relationship building the authors argue that integrated work has, at least for some workers with disabilities, resulted in opportunities to interact and develop relationships with non-disabled people.

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TITLE: An alternative employment model

AUTHORS: Shelton, C. S. & Lipton, R.

PUBLICATION INFORMATION: 1983

Canadian Journal of Mental Retardation.
Vol. 33, No. 2, pp. 12-16

The authors of this article question the assumption that the only two alternatives for handicapped individuals are competitive jobs or sheltered employment, and question vocational services which place persons with disabilities in transitional services leading to competitive employment or in extended services and long-term sheltered employment.

The authors also discuss a number of standards which must be met for employment models to be considered as acceptable. Those standards include having disabled people work in places where non-disabled people work, in ratios no higher than the generic public, that handicapped people share in the real work of a community and be fairly compensated, and that handicapped people should learn to work in generic training sites, and learn the skills of any specific job from workers rather than human service professionals. The authors offer an employment service model which is based upon utilization of the same principles and methods that non-disabled people use to find employment, employment agencies, supports, and informal networks of friends and community members. In concluding, the authors state that "the key is in redefining the role of human service systems vis-a-vis the role of the community."

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TITLE: Establishing effective community-based training stations

AUTHORS: Stainback, W., Stainback, S., Nietupski, J., & Hamre-Nietupski, S.

PUBLICATION INFORMATION: 1986

In F. Rusch (Ed.), Competitive Employment: Issues and Strategies

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, Maryland 21285-0624.

COST: $34.95

This chapter describes a rationale for the use of community-based training sites during the school years and suggests guidelines for developing and maintaining these sites. The

chapter is aimed primarily at school personnel who are unfamiliar with the use of community-based training sites.

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TITLE: Caught in the continuum: A critical analysis of the principle of the least restrictive environment.

AUTHOR: Taylor, S. J.

PUBLICATION INFORMATION: 1988

Journal of The Association for Persons with Severe Handicaps,
Vol. 13, No. 1, pp. 41-53

This article argues that the principle of the least restrictive environment has been operationalized in terms of a continuum of residential, education, and vocational services, and that the continuum concept has worked to the disadvantage of people with severe disabilities. The vocational continuum has meant that people with severe disabilities have been most likely to remain in segregated settings. The author warns against replacing the "old" continuum, which included totally segregated options, with a "new" continuum which allows for varying degrees of contact with typical people. He asserts that many leading writings in the field can be interpreted as legitimating this new continuum, which generally assumes that people with the most severe disabilities will be found in the more restrictive, least integrated environments.

The article goes on to warn against creation or promotion of supported employment options such as benchwork industries, mobile work crews and enclaves. Individual supported jobs and independent competitive employment, the two vocational options that are most integrated, should be sought for everyone, the author suggests.

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TITLE: Competitive employment: New horizons for severely disabled individuals

AUTHOR: Wehman, P.

PUBLICATION INFORMATION: 1981

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624

COST: $17.95

This book is about designing and implementing vocational programs which place people with severe disabilities in nonsheltered competitive work environments. The primary focus is on individuals with severe disabilities who have traditionally been underserved or excluded from rehabilitation or vocational education services. A systematic approach to accomplishing the goal of real work opportunities is based on an ecological approach to assessing employability. The topics discussed include 1) training for competitive employment, 2) placement, 3) job retention, 4) public perceptions, 5) developing non-vocational skills, 6) evaluating failures. Seven model programs are described. An appendix contains an annotated bibliography on the employment of people with disabilities.

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TITLE: A supported work approach to competitive employment of individuals with moderate and severe handicaps

AUTHORS: Wehman, P. & Kregel, J.

PUBLICATION INFORMATION: 1985

The Journal of The Association for Persons With Severe Handicaps.
Vol. 10, No. 1, pp. 3-11

In this article the authors describe a supported work model containing four major components: 1) a comprehensive approach to job placement; 2) intensive job site training and advocacy; 3) an on-going assessment of client performance; and 4) a systematic approach to long term job retention and follow-up. This approach to supported work is based on the authors' ongoing longitudinal study of people with mental retardation who are competitively employed. They also discuss implications for this model in public services and community service programs, and itemize specific strategies to be undertaken to overcome problems in each area.

The authors conclude by stating that there is a limited likelihood that individuals with moderate to severe disabilities will ever earn wages in real employment without an approach such as the one outlined in the article.

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TITLE: From school to work: A vocational transition model for handicapped students.

AUTHORS: Wehman, P., Kregel, J. & Barcus, J. M.

PUBLICATION INFORMATION: 1985

Exceptional Children
Vol. 52, No. 1, pp. 25-37

In this article, the authors describe a three-stage vocational transition model for young people with disabilities as they move into adulthood. A major part of the article is directed toward emphasizing the necessity for functional curriculum in integrated educational settings with community based training opportunities. In addition the authors recommend the use of a written individualized transition plan and emphasize the importance of parental input. The authors conclude by recommending that all school systems provide regular follow-up of special education graduates on a minimum of every two to three years in order to determine the effectiveness of transition plans in reducing the extraordinarily high unemployment rate of people with disabilities.

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TITLE: A report on competitive employment histories of persons labeled severely mentally retarded

AUTHORS: Wehman, P., Hill, J. W., Wood, W. & Parent, W.

PUBLICATION INFORMATION: 1987

The Journal of The Association for Persons with Severe Handicaps
Vol. 12, No. 1, pp. 11-17

This article is based on the authors' in-depth study of 21 individuals with severe mental retardation working in integrated competitive supported employment settings. The purpose was to describe the employment experiences of these 21 individuals over an eight-year period from 1978-1986. The data described in the article presents both positive and negative commentary on competitive employment prospects for people with severe mental retardation and concludes by making suggestions for improving the quality of vocational interventions, including more creative and comprehensive job development and more powerful and systematic intervention techniques.

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TITLE: Transition from school to work: New challenges for youth with severe disabilities

AUTHOR: Wehman, P., Moon, S. M., Everson, J. M., Wood, W., & Barcus, J. M.

PUBLICATION INFORMATION: 1988

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624

COST: $23.95

This book is a practical guide to planning and implementing successful transition programs for adolescents with severe disabilities. The book focuses on sustained employment as the primary goal of transition. The authors argue that they do not intend to minimize the importance of community living competence, but rather to emphasize the influence that employment can have on all dimensions of an individual's life. Throughout the book the authors provide a variety of sample forms, charts, tables, and lists for individual transition plans, program evaluation and interagency cooperation. Appendices include guidelines for parent involvement in vocational training and a selected annotated bibliography on supported employment and transition. This book should be useful for practitioners, parents, researchers, students and advocates.

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TITLE: Implementing a community-based vocational training model: A process for systems change

AUTHORS: Wershing, A., Gaylord-Ross, C., & Gaylord-Ross, R.

PUBLICATION INFORMATION: 1986

Education and Training of the Mentally Retarded
Vol. 21, No. 2, pp. 130-137

This article describes procedures necessary to implement a community-based instructional model for vocational training. Issues involved in facilitating systems change are addressed. Strategies for use in gaining administrative support, in programming, community site selection and development, parent involvement, and employer participation are provided. The benefits of community-based vocational training for students with disabilities, in preparation for transition to employment opportunities, are illustrated through presentation of a case study.

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TITLE: Expanding employment opportunities and options through major barrier removal

AUTHOR: Whitehead, C. W.

PUBLICATION INFORMATION: 1986

Employment-Related Services
901 Sixth Street, SW #609A
Washington, DC 20024

This article describes the major changes in legislation created by the 99th Congress, which impact favorably upon employment opportunities for people with developmental disabilities. Specifically outlined are changes in:

I. The Rehabilitation Act of 1973.
II. The Education for all Handicapped Children Act
III. The Fair Labor Standards Act.
IV. The Work Incentive Provisions of the Social Security Act.
V. The Tax Revisions of 1986.
VI. Consolidated Omnibus Budget Reconciliation Act (COBRA)

The author also addresses related actions taken by the Social Security Administration in an effort to reduce barriers to employment and concludes by discussing seven issues that remain as barriers to employment.

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The following two journals have each devoted a whole issue to transition from school to work and vocational issues.

Exceptional Children, April 1985,
Vol. 53, No. 6

Special Issue: The Transition from School to Adult Life

Single copy price is $6.50

This issue of Exceptional Children is devoted to the transition from school to adult life. Most of the eleven articles are more of an overview than a detailed description of programming and how to go about doing things.

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Exceptional Parent, January/February 1988,
Vol. 18, No. 1

Special Issue: Educational Planning

Single copy price is $3.50

This issue of Exceptional Parent is devoted to educational planning, transition from school to work and vocational issues. All the articles and information in the issue are primarily directed toward parents who have daughters or sons with disabilities.

## OTHER RESOURCES

The two organizations below have both specialized in vocational issues, especially supported employment. Both have available resource materials on supported employment and provide training for people who are interested in supported employment. Also below is information on a videotape produced by Human Policy Press.

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Community Services for Autistic Adults
and Children (CSAAC)
751 Twinbrook Parkway
Rockville, MD 20851
(301) 762-1650

CSAAC operates a vocational program for people with autism and is a recipient of a grant from the U. S. Department of Education to provide training in supported employment. CSAAC also has available diverse material, such as monographs, videotapes, etc., on supported employment. Much of their material is sold at cost.

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Rehabilitation Research and Training
Center (RRTC)
Virginia Commonwealth University
VCU Box 2011
Richmond, VA 23284-0001
(804) 257-1851

This is a research and training center that focuses exclusively on supported employment for people with mental retardation. RRTC has available a wide variety of material on supported employment, including written material, slide-shows, and videotapes. Some of their material is free, other is available for a fee.

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A Public Forum on Supported Work: Parents for Positive Futures (1988) presents excerpts from a public forum sponsored by parents to advocate for supported work funding with policymakers in New York State. The VHS 1/2 inch videocassette is 32 minutes long and a useful tool for a broad audience. $17.50 plus postage and handling.

EXEMPLARY SUPPORTED EMPLOYMENT SERVICES

July, 1988

Our intent in listing these agencies
is not to endorse them
but to provide examples of agencies
using individualized, innovative practices.

## EXEMPLARY SUPPORTED EMPLOYMENT SERVICES

Community Employment Services of ENABLE
Syracuse, NY

This agency provides individually-based employment supports for over 35 individuals, many of whom had previously been labelled "unemployable." The agency finds individual job placements and provides the services necessary to assist individuals, including many with very severe disabilities, to be successful on their jobs.

Contact: Prudence York
Director
Community Employment Services
1603 Court Street
Syracuse, NY 13208
(315) 455-7591

Community Options
San Diego, California

Community Options is an adult service agency designed to meet the needs of a wide range of persons. Skills and activities, which are all scheduled within community environments, are based upon individual needs. This program supports about 75 people, including some people with very severe disabilities, in community businesses and services. The program also focuses on community integration and supported life skills training. It is collaboratively funded by San Diego Regional Center, the San Diego Community College District Foundation, Inc., and generic community resources.

Contact: Liz West, Program Manager
Community Options
1536 Frazee Road, Suite 200
San Diego, California 92108
(619) 299-1340

Community Options, Inc.
Belchertown, Massachusetts

This agency provides direct training and follow along support to 27 people with a variety of disabilities who

are employed in the community. The agency finds an individual job in an existing community business and arranges for the individual to be supported on the job. What is unique about this agency is that whenever possible it uses existing community resources to support people rather than paid staff; for example, instead of using job coaches employed by the agency, Community Options might arrange to have the employer provide the support and training and offset the employer's costs for doing so.

Contact: Carol Shelton
Director
Community Options, Inc.
P.O. Box 1352
Belchertown, Massachusetts 01007
(413) 323-9681

Community Services for Autistic Adults and Children
Vocational Program
Rockville, Maryland

This agency supports 57 adults working in groups of 1 to 3 in community businesses with a staff person. A careful effort is made to match each person with a job where his or her abilities will be maximized and challenging or idiosyncratic behaviors will be

minimized.

Contact: Patricia Juhrs
Director, CSAAC Training Institutes
Community Services for Autistic Adults
and Children
751 Twinbrook Parkway
Rockville, Maryland 20851
(301) 762-1650

Community Work Services
Madison, Wisconsin

This agency provides individually tailored training, assistance, and support for the 62 people they serve in Dane County. Its services are based on the belief that people with severe disabilities are best served by working in individually arranged jobs alongside non-handicapped people. A variety of supports are available including assessment, job development/ placement, job modification/adaptation, on-the-job-training, long term onsite support, follow up, and coordination of client's referral to other services which enhance
vocational functioning. Supports are provided as frequently and for as long as the individual may need them.

Contact: Betsy Shiraga or Kim Kessler
Community Work Services, Inc.
1245 E. Washington Ave.
Suite 254
Madison, Wisconsin 53703
(608) 255-871

(If you would like Community Work Services to contact you at a long distance number, please leave a number where they can return your call collect.)

Developmental Disabilities Center of Orange County
Orange, California

The Developmental Disabilities Center funds and develops services in Orange County, including a number of nonprofits and for-profit agencies engaged in supported employment. Services are provided to individuals with very severe disabilities. The Developmental Disabilities Center has adopted a "full employment initiative;" its goal is to provide community employment by 1989 to every person in Orange County who has severe disabilities and who wants to work. Already over 400 people, or 57% of the adults receiving vocational services, are served by supported employment programs funded by the Developmental Disabilities Center.

Contact: Steven Zivolich, Project Director
Developmental Disabilities Center
500 S. Main Street
Central Tower
Union Bank Square
Orange, California 92668
(714) 973-1999

Kaposia, Inc.
St. Paul, Minnesota

This agency is in the process of converting from a traditional day activity center to a customized and integrated employment service. At present 72 people are employed at integrated jobs, while 28 remain in a sheltered setting. The plan is to completely eliminate the sheltered component and continue supporting people in their community jobs "forever."

Contact: Jacqueline Mlynarczyk
Kaposia, Inc.
179 East Robie St.
St. Paul, Minnesota 55107
(612) 222-9291

New England Business Associates (NEBA)

Holyoke, Massachusetts

This agency was founded to create employment opportunities for people who would otherwise likely be in institutional settings. This is accomplished primarily through supporting people in a variety of real jobs. At present, 29 people are working who were once considered "unemployable." In addition, this organization helps new community employment programs to get started and provides staff training and technical assistance to expand local capacity for quality employment.

Contact: Kathy Moore
Director
New England Business Associates (NEBA)
56 Suffolk St.
Holyoke, Massachusetts 01040
(413) 536-0221

S.T.A.R., Inc.

Norwalk, Connecticut

This agency, a service of the ARC in Norwalk, operated as a sheltered workshop until 1983. The agency now provides services to 250 individuals; of these, 135 are

in supported employment positions (this includes 75 in individual placements and 65 in enclaves and work crews), and 110 are in the sheltered setting. S.T.A.R., Inc. is in transition to a nonfacility-based service, and is extremely interesting for that reason. The agency has grappled with the problems inherent in such a transition.

Contact: Katie Banzhaf, Director
S.T.A.R., Inc.
182 Wolfpit Ave.
P.O. Box 470
Norwalk, Connecticut 06852
(203) 846-9581